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ABSTRACT

A study was conducted by the Los Angeles Community College District (LACCD) to examine rates of matriculation from the Los Angeles Unified School District's (LAUSD's) 64 high schools to the LACCD and to develop recommendations for expanding college-going rates. An analysis of enrollment and flow patterns revealed the following: (1) LAUSD high school students were 41% Hispanic, 29% White, 16% Black, and 11% Asian; (2) in fall 1984, 36% of California's 1984 graduates entered community colleges, but just 28% of LACCD feeder high school graduates entered community colleges; (3) some inner-city schools sent as few as 19% of their graduates to public postsecondary institutions, but some doubled that rate; (4) if a high school's students were predominantly Asian or White, one half or more of its graduates enrolled in the postsecondary system; (5) outflow was greatest from small to mid-sized colleges bordering affluent suburban districts; and (6) the pool of high- and moderate-achieving students was declining twice as fast as the number of first-time freshmen. Based on study findings, recommendations concerning institutional image, outreach services, student educational planning, and curriculum were developed to rebuild matriculation rates. (LAL)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT
FEEDER HIGH SCHOOL STUDENT CHARACTERISTICS
AND ENROLLMENT PATTERNS 1983-1985

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November 1985

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EXECUTIVE SUMMARY

Chancellor Leslie Koltai and Los Angeles Unified School District (LAUSD) Superintendent Harry Handler directed personnel to work out cooperative endeavors to expand students' matriculation from LAUSD to LACCD. While the primary impetus was to relieve explosive overcrowding in the LAUSD, several avenues are being explored to reach high school students before they drop out, so they may be encouraged to prepare for college enrollment. Despite increasing high school enrollment, high urban attrition rates claim 42 percent of LAUSD students prior to graduation; and the proportion of graduates enrolling in Los Angeles colleges has declined steadily in recent years to 18 percent--one half the 36 percent statewide rate. College presidents are working also with superintendents and principals in other neighboring school districts.

In the past, colleges accommodated change by growth; existing organization was augmented by special programs and personnel to address new challenges and demands, particularly those of students categorized as "disadvantaged," "non-traditional," "new learners," etc. Now, Los Angeles and other large urban districts must face a comprehensive challenge. The pool of potential full-time students is composed predominantly of a variety of non-traditional students. Political and economic changes have removed financial incentives which formerly supported growth for students as well as colleges. And urban community colleges have failed to convince mid-eighties high school students that they offer the pathway to better lives or livelihoods.

To meet this challenge calling for pedagogical reconfiguration within the constraints of shrinking resources, colleges need information to answer the following questions: How do state directives address this issue? What is the current situation in Los Angeles--what are the opportunities and problems? What is needed to respond creatively to the problems?

State Interests. The Board of Governors in its 1986 Basic Agenda urged the state to authorize a $10 million "joint effort between the community colleges and the secondary schools to improve the college preparation of high school students (p.3)." The governor vetoed the budget item.

The CPEC ACR 83 Taskforce makes comprehensive recommendations for inter-segmental linkages and services to expand the flow of minority youth from high through community college to universities. (See Appendix B.)

ACR 85 (Klehs) makes resources available "to solve the dropout problem."

AB 636 (Hughes) would establish college preparatory programs in grades 4 - 12 to improve academic achievement and ensuing college performance of minorities.

The CPEC Director's Report December 1985 delineates high school students' problems related to socio-economic factors and tracking, and reaffirms the access function of community colleges in overcoming these barriers.

Educational Codes 46146 and 48800 authorize dual ADA reembursement to high schools and community colleges for students concurrently enrolled. High school districts collect ADA for students enrolled for a minimum 180 minute day; those students' community college courses generate ADA according to the usual formula.

SUMMARY OF FEEDER HIGH SCHOOL INFORMATION

The LACCD serves eight K-12 districts whose 64 feeder high schools enrolled 153,577 students in Fall 1984, a 4% increase over Fall 1983 enrollment. The LAUSD predicts that 87,000 students will be added to its enrollment by 1990. Students in area high schools are more ethnically and linguistically diverse, their attrition rates are greater, and they have lower rates of graduation and matriculation to community colleges than their peers at the national, state, or county levels.

- o High school students were 41% Hispanic, 29% white, 16% black, and 11% Asian.
- o Attrition claimed 42% of LAUSD students prior to graduation as compared to a 25% rate statewide.
- o In June 1984, these schools graduated 32,425 students.
- o In Fall 1984, 36% of California's 1984 graduates entered community colleges; but just 28% of LACCD feeder high school graduates entered community colleges.
- o LACCD colleges enrolled 18% of graduates; 8% entered neighboring districts.

Patterns of college enrollment vary greatly among high schools within LACCD boundaries; they are associated closely with the ethnic distribution, average basic skill levels, and socio-economic status of a high school's students

- o If one third or less of a high school's graduates enter public postsecondary education, its students will be predominantly black and/or Hispanic.
- o Some inner-city schools send as few as 19% of graduates to public post-secondary institutions: 17% to community colleges and 2% to universities; but others have been able to double that rate.
- o Attrition from schools with low college going rates ranges from 49% to 61%.
- o If a high school's students are predominantly Asian or Anglo, one half or more of its graduates will enroll in the public postsecondary system.
- o Some suburban schools send as high as 63% of graduates to public postsecondary institutions--42% to universities, while others send 34% to community colleges and 20% to universities.

Patterns of flow are also associated with the proximity and comparative image of the competing colleges or universities.

- o Outflow was greatest from small to mid-sized colleges bordering affluent suburban districts--18% from West, 14% from Southwest, and 11% from Harbor compared to 2% from the San Fernando Valley area.
- o The pool of high- and moderate-achieving students is declining twice as fast as the number of first-time freshmen.

Recognizing the social, economic, and educational forces that establish these patterns, this study posits four student choices which determine matriculation:

- o Whether to drop out or to graduate from high school;
- o Whether to enroll in a public postsecondary institution;
- o Whether to enroll in a university or a community college; and
- o Whether to enroll in a local community college or to cross boundaries to an out-of-area or an out-of-district community college.

To rebuild matriculation, personnel need to develop strategies tailored to the unique character of each school to influence entering high school student choices.

RECOMMENDATIONS

The Master Plan Commission has designated transfer education the "primary cornerstone" of postsecondary education, vocational education a "primary function," and remedial education an "important function" of California community colleges. Los Angeles community colleges support each function with comprehensive programs; high school graduates in every service area would profit through enrollment in these programs; but the majority are failing to make choices which lead to matriculation through LACCD colleges.

Evaluation. Colleges need to convey a positive image about the value of career and transfer-related programs to high school students to counter anecdotal assessments of peers, parents, and educational professionals who question the quality of District education. They need to assess the opportunities available in each community, and evaluate each program to assure that it is articulated well with occupations in thriving job-markets or with transfer institutions. They need to obtain solid information about student outcomes regarding progress, employment, and transfer. They need to construct an image based upon traditional collegiate standards which captures the creative potential of the college and its communities to achieve a status grounded in performance, if they would increase their competitive edge over other districts' colleges.

Outreach. Outreach services must be tailored to the distinct character, interests, and educational levels of students at each high school. School profiles and other descriptive information will be provided by the District, but the critical contacts must be established at the local level--president to principal, counselor to counselor, and faculty to faculty. Personnel in each role need to develop working relationships with their counterparts to mesh common interests and bureaucratic procedures directing students' activities and progress. They need to share information about curricular and service articulation and the ways to motivate and support the progress of different types of students along the pathway through high school to college.

Student Planning. Students need to be contacted before they drop out or waste time in non-focused majors. Planning requires information about students structured at the high school level for aggregation to individual colleges and district totals. The ASSET test battery could be administered in tenth grade guidance classes to develop an institutional planning data base composed of individual information that would help students to develop a personal career/educational plan through secondary and postsecondary institutions. A college planning course could be designed and co-taught for credit by college and high school teachers to provide ADA-generated resources sufficient to reach all high school students.

Curriculum. Curricular options should be structured to provide several pathways to college. Two+two programs could be expanded beyond the five being developed. Pre-college level courses in every discipline area could be offered for those students able to complete a one-year high school requirement in one semester. Developmental and occupational courses could be synchronized to spur the interests of students who are seeking jobs. Faculty to faculty meetings should elicit a variety of curricular patterns to accommodate the particular circumstances of institutional partnerships. The creative involvement of classroom personnel is imperative to planning that will enable the two systems to adapt effectively in such a diverse and changing environment.

INTRODUCTION

Spurred by declining enrollment and the state imperative to strengthen traditional functions, California community colleges are working to reconstruct connections with feeder high schools. Because high school students constitute the largest continuing pool of potential participants for established transfer and occupational programs, several districts, in concert with local high schools, have designed cooperative systems that encourage and support matriculation from high school to community college. In Los Angeles, district and college personnel are meeting with their high school counterparts to develop and implement such systems. The work becomes more essential and more complicated as the flow of demographic change in the Los Angeles basin converts the high school pool of potential recruits into an uncharted river.

To support inter-institutional efforts, the Office of Educational Planning, Research and Development is constructing a system of information to include site-specific descriptors of students enrolled in local high schools--their ethnicity, skill levels, attrition, graduation, and transfer rates. The system will record changes in those descriptors over time to illuminate the nature of the demographic fluidity; reports will aggregate data by college service areas as a tool for local planning. Data is collected from state reports of students entering public postsecondary institutions and local high school and other public records.

Summary information indicates that Los Angeles Community College District feeder high school students are far more ethnically diverse than their peers at the county, state, or national levels. Compared to these other groups, Los Angeles students' higher rates of attrition lead to proportionally smaller graduating classes, and of the graduates, even smaller proportions transfer to two or four year colleges. To place the District situation in context, the following section provides some statistical descriptors regarding national, state, and county aggregates of high school graduates.

HIGH SCHOOL GRADUATES

National. Projections indicate a nationwide decline in the number of high school graduates from the 1977 high of 3.2 million to lows of 2.5 million in 1986 and 2.3 million in 1992; after this date, graduates are projected to increase their numbers. Although patterns of change are similar, the amounts of decline and growth vary by region. The Western region will experience the least decline and beginning in 1991 the number of graduates will increase until 1999 when it will be 18 percent greater than in 1981. Fluctuating birth rates, interstate and international migration, and differential persistence rates among subpopulations are the major factors contributing to change. For all states, the proportion of tenth-graders who persist through graduation averages approximately 70 percent.

California. California's pattern reflects that of the Western region, except that the number of high school graduates in this state declined steadily from a 1975 high of 293,941 to 260,229 in 1981. Following a 2 percent increase in

1982, the number of graduates dropped 9 percent to 238,939 in 1985. The State Department of Finance projects an 11 percent increase in the number of public high school graduates over the next decade, but 10 percent of the growth will occur between 1990 and 1995. The number of graduates will increase steadily to 263,551 in 1987, and drop below the current level to 236,679 in 1991 before the end-of-decade growth begins in 1992.

The ethnic distribution of 1983 California graduates was 64 percent white, 18 percent Hispanic, 9 percent black, and 8 percent Asian. The attrition rate for students who should have graduated in this class was 24 percent, but the rate varied broadly among ethnic groups; it was 22 percent for whites, 34 percent for Hispanics, and 33 percent for blacks. Swelling immigrant enrollment deflated the rate for Hispanics and produced an 117% persistence rate for Asians.

College-going rates of graduates varied slightly over the past decade. In 1974, 54 percent of California's high school graduates enrolled in the public post-secondary system; of these, 77 percent (41 percent of graduates) enrolled in community colleges. The proportion enrolling in public colleges increased in 1982 to 58 percent (43 percent in community colleges), but declined to 53 percent in 1983; those choosing community colleges dropped to 38 percent. The California Postsecondary Education Commission (CPEC) estimates that 5 percent of 1983 graduates attended out-of-state colleges or universities; 10 to 15 percent entered adult or proprietary schools, 3 percent enrolled in the state's private colleges or universities, 6 percent in the University of California, and 8 percent in the State university system (CPEC Report 85-23).

Los Angeles County. The number of high school graduates in Los Angeles County declined 25 percent from a high of 90,817 in 1974 to 67,977 in 1985. But similar to the state, the pattern is changing. The number of graduates projected for the county will increase each year to peak at 75,199 in 1988, decrease to 69,395 in 1991, and then rise steadily to 77,111 by 1995. In 1981, college-going rates for Los Angeles graduates reached highs of 63 percent entering public postsecondary institutions; 45 percent chose community colleges. But in 1983, the proportion of graduates enrolling in public colleges dropped to 52 percent; those choosing community colleges dropped 10 percentage points to 35 percent.

DISTRICT FEEDER HIGH SCHOOLS

District colleges serve 62 feeder high schools from seven school districts which produce approximately 47 percent of county high school graduates. These feeder high schools graduated 33,335 students in 1982; the number dropped 2 percent to 32,425 in 1984, and an additional 1 percent to 31,964 in June 1985. Enrollment in these high schools, however, increased 4 percent from 1983-84 to 1984-85. The discrepancy is attributable to changing demographics, student attrition between the tenth and twelve grades, and school district policy changes in student assignments (LAUSD Publications No. 439 and 454).

In 1984-85, Los Angeles Unified School District (LAUSD) students comprised 81 percent of enrollment in District feeder high schools; their attrition rate --the proportion of entering tenth graders who failed to graduate three years later--was 42 percent in 1982 (LAUSD Report, 1985). In an effort to save underutilized schools, the LAUSD added the ninth grade to seven San Fernando

Valley high schools and enrolled high school students transported from overcrowded central city schools. Enrollment increased 30 percent in Pierce College feeder high schools. Transport of students from City, East, and Trade-Tech area high schools deflated their enrollment so that the figures fail to reflect the total population increases of secondary-school-aged youth in their local communities. The LAUSD projects a 13 percent enrollment increase (nearing 70,000 students) between the years 1984-85 and 1989-90; high school enrollment is expected to increase 5 percent.

Districtwide ethnic distributions of students enrolled in feeder high schools dramatize the demographic changes occuring in the Los Angeles basin. The District's population, according to 1980 Census figures, was 45 percent white, 31 percent Hispanic, 15 percent black, and 7 percent Asian. Five years later among the school-age population, Hispanics outnumber whites 12 percentage points; they comprise 41 percent of enrollment, whites 29 percent, blacks 16 percent, and Asians 11 percent. Although 1983-84 ethnic information was not available from all districts, comparisons between 1983-84 and 1984-85 distributions in the majority of schools indicate that the proportion of Hispanics is increasing steadily in every area. Asians also are increasing their number in several areas while the number and proportions of blacks and whites declined.

Table 1
Ethnic Distributions of Enrollment in Three Levels of the Los Angeles Unified School District Fall 1982 and Fall 1984 in Percentages

Ethnicity School Level	Asian	Black	Hispanic	White	Total Enrollment
Elementary					
1982	6.9	18.9	57.4	16.6	285,097
1984	7.0	18.2	59.5	15.1	295,014
Junior High					
1982	7.5	23.0	45.0	24.0	117,597
1984	8.1	20.3	51.0	20.3	115,684
High Schools					
1982	8.9	23.2	38.4	29.2	118,430
1984	8.5	21.4	42.7	27.1	122,283
Attrition Rate Grades 10 - 12 1981 - 1984	13.9	38.1	53.5	14.8	42.0

Ethnic distributions of students enrolled in the three levels of LAUSD schools in 1982 and 1984 are displayed in Table 1. They demonstrate even more strongly the phenomenon observed at the high school level. The 16.8 percentage point differential between the proportions of Hispanics enrolled in elementary and high schools may be explained in part by the younger average age of this ethnic group. But, the discrepancy also reflects Hispanics' higher attrition rate. The move of some ninth grade classes from junior to senior high explains the decline in number of junior high students and the concurrent increase in high schools; it accounts in part for the 4 percent increase between 1983 and 1984 of the number of students enrolled in District feeder high schools.

MATRICULATION PATTERNS

Student Choices. Matriculation patterns from the ninth grade through high school graduation and into a postsecondary institution vary greatly among college service areas. Social, economic, and educational forces exert major influences upon four major student choices which determine matriculation patterns:

Choice 1 - whether to drop out or to graduate from high school;
Choice 2 - whether to enroll in a public postsecondary institution;
Choice 3 - whether to enroll in a university or a community college; and
Choice 4 - whether to enroll in the local community college or to cross boundaries to an out-of-area or out-of-district community college.

College personnel must consider each of these choices as they develop strategies to increase the flow of sudents from high school into District colleges. The system under development is designed to provide information describing the collective results of the choices made by students attending each feeder high school. Tables in the technical section of this report chart the information provided for each feeder high school in the nine discrete college service areas of the Los Angeles District. Patterns of flow appear particularly complicated because service areas were delineated geographically rather than by sources of enrollment. New service area configurations may be constructed to aggregate feeder high schools according to users' specifications.

The tables provide historical records regarding the number, characteristics, and performance of students. These records include: total enrollment, ethnic distribution, 12th-grade California Assessment Test (CAT) scores for reading, English, and mathematics, and the number of graduates for the 1983-84 and the 1984-85 school years. The attrition rate and district rank (1 refers to the highest rate of attrition in the district) is recorded for each LAUSD school. Graduates' college-going rates are approximated by records of fall 1984 enrollment in a community (LACCD or neighboring district) college, or in the UC or CSU system.

Choice 1: Whether to drop out or to graduate from high school? In June 1985, 31,964 students graduated from District feeder high schools--a one percent decline from the number who graduated in 1984. Variation in the number of grade levels incorporated within individual high schools makes it impossible to compare ratios of graduates to enrollment among districts or service areas.

Attrition rates indicating the proportion of students who dropped out of high school prior to graduation were available only for LAUSD schools. Although the LAUSD's 42 percent attrition rate is high compared to the 30 percent national and 24 percent state rates, it is not uncommon for large urban districts serving expanding immigrant populations. (Steinberg, 1982) The 1984 LAUSD study which provided data for its fifty high schools identified the major causes of student dropout to be: poor grades, pregnancy, family and financial problems, and dislike of school. Three quarters of the dropouts left before the twelfth grade, 44 percent in the tenth grade and 31 percent in the eleventh grade. Follow-up contacts with 370 of the dropouts found that 41 percent had returned to a technical, continuation, or regular school. (LAUSD, 1985)

The relationship between poor grades and drop-out is reenforced by the figures in the college-specific tables. Schools with the highest attrition rates have

the lowest CAT scores and (as indicated in Table 1) the highest percentages of Hispanics and/or blacks. These high school characteristics exert a major influence on local college enrollment and programs. Trade-Tech, Southwest, and East serve areas with the greatest proportion of high attrition schools; their pool of graduates thus is depressed severely. Southwest suffers the greatest effects because Trade Tech's specialized programs attract students from an extended service area and East includes thirteen high schools (many with high CAT scores and low attrition) in its area.

Choice 2: Whether to enroll in a public postsecondary institution? Forty percent of the June 1984 graduates from District feeder high schools enrolled in a California public postsecondary institution in Fall 1984: 26 percent entered community colleges, 18 percent within the District and 8 percent in adjoining districts; 9 percent entered a state university; and 6 percent enrolled in the University of California.

The number of students who chose to enroll in a public postsecondary institution is reported at the bottom of the second page of the individual college tables and the summaries in Table 2. It is obtained by summing the numbers of students under twenty who enrolled for the first time in Fall 1984 in a UC or CSU campus or in a community college. These numbers are estimates which undercount enrollment because many institutions fail to record complete data on the last school attended. For example, the Fall 1984 UC and CSU enrollment of Palos Verdes graduates from the class of 1984 reported by the Palos Verdes Peninsula Unified School District differed significantly from the CPEC printouts listing UC and CSU enrollment by high school. According to that districts' annual follow-up study, CPEC figures accounted for only 41 percent of Palos Verdes students entering the UC system and only 47 percent of those enrolling in state universities. Another 37 percent of Palos Verdes high school graduates enrolled in private or out-of-state universities; they are not recorded in this study.

Table 2
Comparisons by College of
1984 Feeder High School Graduates and
Fall 1984 College Enrollment in Percentages

College	City	East	Harbor	Mission	Pierce	South	Trade	Valley	West	Total
High School Graduates	3,207	7,051	3,808	3,724	3,481	2,064	1,317	3,133	4,640	31,964
F'84 Enrollment										
Area College	10	9	12	3	28	7	9	15	5	12
Other LACCD	7	9	1	23	1	5	12	9	3	6
Other District	11	8	11	1	-	14	-	3	18	8
CSU	8	8	9	11	12	2	8	11	5	9
UC	2	3	10	4	7	5	2	8	10	6
TOTAL*	38	37	43	42	48	33	31	46	41	41

* Totals are copied from college-specific tables; rounding differentials may cause sums of columnar percentages to differ.

When high schools are ranked according to the proportion of their graduates transferring to college, the top third ranged from 45 percent to 64 percent and

the bottom third from 17 percent to 36 percent. Ninety five percent of the high schools in the top third were predominantly (51 percent or more) Anglo and Asian. Ninety percent of the schools in the bottom third were predomi antly (51 percent or more) black and Hispanic.

Choice 3: Whether to enroll in a university or a community college? The outcomes of graduates' third choice may be inferred by comparing proportions of graduates from each high school who earoll in the UC or the CSU systems or in community colleges. In Table 2, the figures summarize by college service area the information displayed in the technical tables regarding high school graduates' choices among California public postsecondary institutions. They highlight the Los Angeles area's institutional diversity through the great variation in the patterns of flow. The proportion of high school students choosing to enroll in their local community colleges varies from 3 percent in the Mission College area to 28 percent in the Pierce area, while the proportion entering a public university varies from 7 percent in the Southwest area to 19 percent in the Harbor, Pierce, and Valley College areas.

CPEC's 1983 study, Eligibility of California's High School Graduates for Admission to the State's Public Universities, estimates that 13.2 percent of 1983 graduates met eligibility requirements for the University of California; 29.2 percent were eligible to enroll in a State University. As with attrition and college-going rates, eligibility varied among ethnic groups. Proportions of UC-eligible were: blacks, 4 percent; Hispanics, 5 percent; whites, 16 percent; and Asians, 26 percent. Proportions of CSU-eligible were; blacks, 10 percent; Hispanics, 15 percent; whites, 33 percent; and Asians, 49 percent.

The proportions of Los Angeles County graduates who were UC or CSU-elegible differed less than one percentage point from the statewide averages. In Fall 1983, 40.2 percent of eligible graduates enrolled in the University of California and 23.6 percent enrolled in a State University. Applied to the LACCD area, the figures predict that 5 percent of graduates would enroll in the UC system and 7 percent in the CSU system. Statewide in Fall 1984, 7.5 percent enrolled in UC and 8.9 percent in CSU compared to LACCD area rates of 6 percent to UC and 9 percent to CSU. So on average, the proportion of LACCD area high school graduates enrolling in public universities was similar to that of all California graduates. But, the proportion entering community colleges, 18 percent, was far lower than the statewide proportion of 36 percent.

Choice 4: Whether to enroll in the local community college or to cross district boundaries to an out-of-area or an out-of-district community college? District colleges enrolled 18 percent of the graduates while 8 percent enrolled in neighboring district colleges. The substantial variation among areas in the proportions of graduates who enroll in LACCD or neighboring district colleges documents the strong influence of competition upon student choice.

Graduates' choices among competing community colleges may be examined through the listing (at bottom of the first page for each college) of the numbers and percentages of graduates enrolling from each high school in near-by community colleges. The proportion of graduates from feeder high schools who enrolled in a community college varies just seven percentage points among college service areas; the smallest proportion, 22 percent, came from the Trade-Tech area, while the largest proportion, 29 percent was recorded for Pierce area schools.

But, as shown in Table 2, these numbers mask the great variation among service areas in the proportions of their graduates entering the different segments and in their patterns of flow. Some major factors influencing students' decisions as to whether and in which community college to enroll, are the opinions of family, friends, and high school counselors. These opinions are determined by experience or impressions regarding the variation among community colleges: their images, facilities, programs, entrance requirements, academic rigor, the make-up of faculties and students, and their value to the students' future.

The one percent decline between 1984 and 1985 in the number of area graduates reflects state and county trends, but the proportion of graduates from District feeder high schools entering community colleges in Fall 1984 was substantially smaller than that reported for Los Angeles County in Fall 1983. The Fall 1984 District rate was 26 percent; 13 percentage points less than the county's 39 percent rate recorded for 1983. The difference is overstated, however, because of the method used to obtain data. For these working papers, counts were recorded of first-time freshmen under the age of twenty in colleges within the LACCD and those of its contiguous districts. The figures fail to account for high school students who had been enrolled concurrently in a community college and for that small number of students who enrolled in community colleges outside of the Los Angeles basin.

Table 3
Comparison of Characteristics and Enrollment Patterns of
District Students 20 and Older with Students Under 20
Attending District and Out-of-District Colleges in Fall 1984
(In Percentages)

	Gender		Ethnicity				Full Time	First Time	Day	Educ. Goal			Total	ADA
	M	F	A	B	H	W				Tran	Occ	GE		
LACCD 20 or older	45	55	14	20	23	40	21	21	55	31	31	7	82,622	38,968
Under 20	49	51	11	20	27	39	73	51	88	49	19	6	19,657	13,253
OUTFLOW under 20	47	53	14	23	20	40	58	49	90	62	13	5	9,036	5,964
TOTAL under 20													28,693	19,217

Because enrollment estimates are based upon students' report of last high school attended, their validity depends upon procedures used by each institution to determine the completeness and accuracy of student records. So examination of the age group of which recent high school graduates are a subset will augment the information available. District files record a fall 1984 enrollment of 9,421 first-time freshmen under the age of 20; ten percent of them failed to identify their school of last attendance. Table 3 provides a comparison of three groups of students enrolled in the Fall 1984 semester: 1) LACCD students who were 20 years of age or older; 2) LACCD students who were under 20; and 3) residents of the LACCD service area who were under 20 and who enrolled in an out-of-district community college.

California community college enrollment dropped 12.9 percent between Fall 1982 and Fall 1984. Large urban districts suffered the greatest declines; San Jose lost 25.4 percent; Los Angeles, 24.8 percent; Peralta, 24.2 percent; San Francisco, 20.1 percent; Sacramento, 19.5 percent; and San Diego, 15 percent. In Los Angeles, students in the "under 20" age category enrolled in proportionally smaller numbers than those in any other age group. Although those under 20 living within the District service area numbered 28,693 in Fall 1984, nearly a third (31%) crossed boundaries to neighboring districts, while 69 percent enrolled in District colleges. The outflow incurred a loss to the District of 5,964 ADA, and further eroded the base of new students from which is drawn the more stable enrollment of continuing students.

The three groups described in Table 3 differed minimally in their ethnic and gender distributions. Within District colleges, students under 20 had a slightly larger proportion of males and Hispanics and a smaller proportion of Asians than the group who were 20 or older. Students under 20 who enrolled outside the District tended to be more Asian and black than their peers who remained. Both groups of younger students, however, differed greatly from the older group in educational goals and enrollment patterns. Approximately half of those under 20 attended full time compared to 21 percent of the older students, and much larger proportions tended to be first-time students who attended day or both day and evening classes. Whereas the 19,657 younger students made up 19 percent of total District enrollment, they generated one quarter of the total ADA.

The majority (62%) of outgoing students under 20 declared a transfer goal; 5 percent were interested in a general education and 13 percent reported an occupational goal. More than a third (35%) of these students attended Santa Monica, a quarter (26%) enrolled in El Camino, 15 percent chose Pasadena, and 11 percent went to Glendale. Less than half (49%) of the District's under 20 students indicated a transfer goal, while 19 percent held occupational goals. Students 20 and older attending District colleges were interested equally in transfer and occupational programs; 31 percent specified transfer goals and 31 percent occupational.

Within District colleges, student choices also reflect the variation associated with high school attributes and students' experience and expectations regarding college programs and environments. All of the information discussed in this report is available in a college-specific format as requested by college personnel to support efforts to understand and influence potential students' choices.

SUMMARY

Enrollment in District colleges has reached its lowest level since 1969 and the most precipitous drops have occured since 1980. The greatest declines for any age group have been registered by traditional junior college students, those under 20, who generated one quarter of District ADA in Fall 1984. High school graduates constitute the primary pool for recruitment. Statewide, 36.3 percent of them enrolled in community colleges, down almost 6 percentage points from the 1980 high of 42 percent. Despite recent declines, the number of graduates is projected to increase over the next five years. Reflecting those of the state, projections for Los Angeles indicate a reversal of the one percent per year downward trend with an increase by the end of the decade.

LACCD feeder high school graduates enrolled in community colleges at lesser rates in Fall 1984 than those of statewide (36.3 %) or countywide (34.2 %) graduates. just 28 percent of District feeder high school graduates entered community colleges--18 percent in District colleges and 8 percent in neighboring districts. Strong competition from four year institutions in the Los Angeles basin is considered a major cause of the differential between local and state rates, but the results of this study indicate that area high school graduates enroll in public universities at rates similar to those of their statewide peers. Districtwide, 6 percent enroll in the University of California and 9 percent in the State University system. So the severe underrepresentation of District area graduates in public postsecondary education occurs only at the community college level.

Given the commitment to access, one of the greatest problems documented by the records is the strong association between a high school's distribution of student ethnicity and average test scores and its graduates' college-going rates. If one third or less of a high school's graduates enter the public postsecondary system, its students will be predominantly black and Hispanic. But, if a high school's students are predominantly Asian or Anglo, one half or more of its students may be predicted to enroll in public higher education. Schools with the latter student characteristics are located in the suburbs from which more students tend to enroll in private colleges and universities.

The low average twelfth-grade test scores of high schools with low college-going rates (and high attrition rates) indicate that students attending those schools may be ill-prepared for college and that most may not have met requirements for entrance into the university systems. It must be remembered, however, that the scores are averages for the twelfth grade class; information is lacking to relate the scores to college placement test scores or to entry level skills required to succeed in college courses. Some, many, or all of the twelfth-graders from any given high school may meet the entry criterion for community colleges--the ability to profit from instruction, but the majority appear to lack motivation to enroll in Los Angeles colleges.

Graduates' college-going patterns from suburban high schools with average test scores at the higher end of the scale present a different problem. They are more susceptible to the attraction of competitors at both the community college and the university levels. Eight or nine percent of the graduates from the Southwest and Trade-Tech areas enroll in either the UC or the CSU systems while 19 percent of graduates from the Harbor, Pierce and Valley areas enter one of the public universities. Variation among individual high schools is even greater: Fremont, Jordan, and Washington High Schools send just four percent of their graduates to public universities, while 32 to 42 percent of Palos Verdes Peninsula high schools graduates attend CSU or UC campuses. The majority of students from these and other suburban high schools choose to attend community colleges in suburban districts. Those leaving tend to be more transfer-oriented than their peers who enroll in District colleges.

The discrepancy among schools' college-going rates would be expanded greatly if we could compare future college enrollment to the number of students who enroll in the tenth grade. While the number of LAUSD entering students is projected to increase, attrition will claim 40 percent prior to graduation. Attrition rates for the low college-going rate schools mentioned above ranged from 49 to 61 percent.

At the request of Mayor Tom Bradley, UCLA Professor James Catterall conducted a study of The Costs of School Dropouts To The City Of Los Angeles to estimate the costs attending the loss of 20,000 students per LAUSD grade cohort who fail to complete high school. Based upon conservative assumptions, he found that "Indisputable costs occur to those whose economic activities are curtailed by their lack of education (1985, p.6)," but the personal costs generate social costs with profound negative effects on the economy and public services. A male dropout may expect to earn $187,000, less over a lifetime than his classmates who complete high school; the corresponding discrepancy for females is $122,000. This amounts to $3 billion over the working years of each school class with an attendant loss to city tax revenues of $120 million per graduating class. City police protection and county crime prevention and criminal rehabilitation costs attributed to educational deprivation amount to $350 million annually; and city and county services add another $138 million.

RECOMMENDATIONS

Patterns emerging from this study indicate that systematic institutional factors as well as individual attributes determine students' choices regarding matriculation from high school to college. The strong influence of systematic determinants calls for action--state and local--through intersystem cooperation to identify, implement, and support programs that will reduce discrepancies between college-going rates for urban and suburban schools. Districts around the state are using several approaches to address the problem such as service and program articulation projects, 2+2 associate degree programs, special high school orientation and placement testing, and preferential enrollment. There is need to analize the effectiveness of such programs, and to determine the grade levels which should be included to effect reduction of attrition rates. The LACCD needs to identify programs and services which contribute to increased matriculation from those predominantly minority schools with mid-level college-going rates to determine how various high schools prepare their students to succeed in college experiences.

Student Surveys. To address individual aspects of students' choices, personnel need better information regarding the factors contributing to their decisions. How do high school students value a college education? Are they aware of their options, and if so, how do they evaluate the alternatives? Who influences their decisions? The tremendous variation in the patterns of flow among and within college service areas makes it imperative to examine answers to such questions on an individual school basis to ascertain why students make their choices regarding college enrollment. District and college personnel should develop and conduct surveys of high school students and of those who cross district boundaries to attend colleges to ascertain the factors contributing to their choices.

Data Base. Several limitations on the acquisition of data have been noted throughout this report; they reduce the substance and the accuracy of information available to support college planning. Development of an effective information system requires that; 1) Colleges should assure that all students complete registration forms accurately (including high school codes) and that the total record is entered into the data processing system; 2) College and District personnel should determine the high school information required to guide and support articulation efforts. The District could request such information, along

with standard reports produced by high school districts.

Evaluation. Colleges need to convey a positive image about the value of career and transfer-related programs to high school students to counter anecdotal assessments of peers, parents, and educational professionals who question the quality of District education. They need to assess the opportunities available in each community, and evaluate each program to assure that it is articulated well with occupations in thriving job-markets or with transfer institutions. They need to obtain solid information about student outcomes regarding progress, employment, and transfer. They need to construct an image based upon traditional collegiate standards which captures the creative potential of the college and its communities to achieve a status grounded in performance, if they would increase their competitive edge over other districts' colleges.

Outreach. Outreach services must be tailored to the distinct character, interests, and educational levels of students at each high school. School profiles and other descriptive information will be provided by the District, but the critical contacts must be established at the local level--president to principal, counselor to counselor, and faculty to faculty. Personnel in each role need to develop working relationships with their counterparts to mesh common interest and bureaucratic procedures directing students' activities and progress. They need to share information about curricular and service articulation and the ways to motivate and support the progress of different types of students along the pathway through high school to the college.

Student Planning. Students need to be contacted before they drop out or waste time in non-focused majors. Planning requires information about students structured at the high school level for aggregation to individual colleges and district totals. The ASSET test battery could be administered in tenth grade guidance classes to develop an institutional planning data base composed of individual information that would help students to develop a personal career/educational plan through secondary and postsecondary institutions. A college planning course could be designed and co-taught for credit by college and high school teachers to provide ADA-generated resources sufficient to reach all high school students.

Curriculum. Curricular options should be structured to provide several pathways to college. Two+two programs could be expanded beyond the five being developed. Pre-college level courses in every discipline area could be offered for those students able to complete a one-year high school requirement in one semester. Developmental and occupational courses should be synchronized to spur the interests of students who are seeking jobs. Faculty to faculty meetings should elicit a variety of curricular patterns to accommodate the particular circumstances of institutional partnerships. The creative involvement of classroom personnel is imperative to planning that will enable the two systems to adapt effectively in such a diverse and changing environment.

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TECHNICAL TABLES

Characteristics of Students from Feeder High Schools

- District Summary
- Los Angeles City College
- East Los Angeles College
- Los Angeles Harbor College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Southwest College
- Los Angeles Trade-Technical College
- Los Angeles Valley College
- West Los Angeles College

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
DISTRICT SUMMARY

LACCD Colleges	City	East	Harbor	Mission	Pierce	Southwest	Trade-Tech	Valley	West	Total	Change
1984-85											
High School Graduates	3,231	7,041	3,550	3,524	3,462	2,028	1,308	3,277	4,543	31,964	-1%
Enrollment	16,135	38,648	15,063	16,191	16,367	9,154	7,054	13,356	18,539	150,509	+4%
Ethnicity											
Asian	19%	14%	15%	7%	6%	6%	5%	8%	7%	11%	
Black	6%	-	15%	11%	18%	69%	38%	7%	39%	16%	
Hispanic	54%	75%	24%	38%	14%	20%	54%	29%	14%	41%	
White	19%	9%	46%	41%	59%	27%	-	55%	39%	29%	
1983-84											
High School Graduates	3,207	7,051	3,808	3,724	3,481	2,064	1,317	3,133	4,640	32,425	
Enrollment	16,022	37,975	15,648	15,902	12,573	8,939	6,866	12,437	18,497	144,859	
Ethnicity											
Asian	19%			7%	6%	6%	6%				
Black	7%	N/A	N/A	12%	17%	74%	43%	N/A	N/A		
Hispanic	52%			35%	12%	16%	50%				
White	21%			45%	63%	2%	-				
Fall 1984											
1st-time Freshmen Enrollment											
Community Colleges	86	1,808	928	988	1,002	538	288	843	1,199	8,480	
% of 1984 Graduates	28%	25%	24%	27%	29%	26%	22%	27%	26%	26%	
District	17%	17%	13%	26%	29%	12%	21%	24%	8%	18%	
Other District	11%	8%	11%	1%	-	14%	-	3%	18%	8%	
UC	73 2%	177 3%	390 10%	144 4%	229 7%	112 5%	28 2%	235 8%	447 10%	1,835 (6%)	
CSU	267 8%	594 8%	340 9%	407 11%	425 12%	56 3%	98 7%	338 11%	254 5%	2,779 (9%)	
TOTAL	1,226	2,579	1,658	1,539	1,656	706	414	1,416	1,900	13,094	
% of Graduates	38%	37%	44%	41%	48%	34%	31%	45%	47%	40%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES CITY COLLEGE - 1983-85

Zipcode High School	90026 Belmont	90041 Eagle Rock	90046 Fairfax	90042 Franklin	90028 Hollywood	90027 Marshall	Service Area Total	Change
1984-85								'84 to '85
High School Graduates	647	306	640	547	425	666	3,231	+1%
Enrollment	4,236	1,898	2,291	2,467	2,138	3,105	16,135	+1%
Ethnicity								
Asian	835 20%	402 21%	333 15%	342 14%	242 11%	920 30%	3,074 19%	-2%
Black	93 2%	23 1%	670 29%	36 2%	169 8%	108 4%	1,099 6%	-5%
Hispanic	3,225 76%	786 41%	489 21%	1,833 74%	1,025 48%	1,501 48%	8,859 54%	+5%
White	74 2%	679 36%	796 35%	252 10%	701 33%	569 18%	3,071 19%	-7%
Attrition Rate/Rank	67.5/1	31.2/39	22.3/47	49.9/11	40.5/24	33.0/36		
1983-84								
High School Graduates	563	342	611	427	502	762	3,207	
Enrollment	4,080	1,940	2,264	2,341	2,362	3,035	16,022	
Ethnicity								
Asian	870 21%	383 20%	280 13%	352 15%	276 12%	961 32%	3,122 19%	
Black	93 3%	27 1%	727 32%	24 1%	187 8%	94 3%	1,152 7%	
Hispanic	3,029 74%	775 40%	416 18%	1,732 74%	1,061 45%	1,385 46%	8,398 52%	
White	79 2%	749 39%	834 37%	221 10%	830 35%	586 19%	3,299 21%	
Fall 1984								
Enrollment of	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	
1st-time Freshmen								
City	79 60%	7 6%	47 50%	8 6%	97 52%	98 43%	336 38%	
East	19 14%	0 -	3 3%	8 6%	6 3%	8 3%	44 5%	
Trade-Tech	7 5%	2 2%	12 12%	20 16%	13 7%	20 9%	74 8%	
Valley	2 1%	5 4%	32 33%	1 -	38 20%	11 5%	89 10%	
Pasadena	11 8%	51 45%	- -	81 48%	3 2%	32 14%	158 18%	
Glendale	14 11%	48 42%	4 4%	30 23%	28 15%	61 26%	185 21%	
Total	132	113	98	128	185	230	886	
Z of 1984 Graduates								
Total	23%	33%	16%	30%	37%	30%	28%	
District	19%	4%	15%	9%	31%	18%	17%	
Other District	4%	29%	1%	21%	6%	12%	11%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES CITY COLLEGE - 1983-85

Zipcode High School	90026 Belmont	90041 Eagle Rock	90046 Fairfax	90042 Franklin	90028 Hollywood	90027 Marshall	Service Area Total	Change
								'84 to '85
1984-85								
High School							3,231	+1%
Graduates	647	306	640	567	425	666	16,135	+1%
Enrollment	4,216	1,898	2,291	2,667	2,138	3,105		
CAT Scores								
Reading	50.5	59.9	59.3	53.0	51.2	55.2		
Writing	50.2	58.7	61.4	53.1	50.8	57.1		
Math	55.6	66.0	65.7	59.2	56.8	64.1		
1983-84								
High School							3,207	
Graduates	563	342	611	427	502	762	16,022	
Enrollment	4,080	1,940	2,264	2,341	2,362	3,035		
CAT Scores								
Reading	47.5	68.9	59.0	55.0	50.5	57.5		
Writing	48.8	64.6	60.1	56.4	51.1	57.8		
Math	56.4	68.1	64.8	62.6	58.4	64.4		
Fall 1984								
High School								
Attrition Rate/Rank	67.5/1	31.2/39	22.3/47	49.9/11	40.5/24	33.0/36		
Entering Enrollment								
Community College	132 23%	113 33%	98 16%	128 18%	185 37%	230 30%	886 24%	
District	107 19%	14 4%	96 15%	37 9%	154 31%	137 18%	543 17%	
Other District	25 4%	99 29%	4 1%	91 21%	31 6%	93 12%	343 11%	
UC	15 3%	5 1%	42 7%	8 2%	0 -	3 -	73 2%	
CSU	56 10%	30 9%	38 6%	44 10%	20 5%	79 10%	287 9%	
TOTAL	203	148	178	190	205	312	1,224	
% of Graduates	36	43	29	42	41	41	38	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
EAST LOS ANGELES COLLEGE - 1981-85

Zipcode High Schools	91801 Alhambra	90201 Bell	90201 Bell Gardens	90022 Garfield	90255 Huntington Park	90031 Lincoln	91801 Mark Keppel	Service Area Total
1984-85								
High School Graduates	693	521	457	779	560	350	467	7,041
Enrollment	3,520	3,499	2,641	3,230	3,554	2,609	2,665	38,648
Ethnicity								
Asian	1,554 44%	57 2%	46 2%	17 -	28 1%	451 17%	1,322 50%	5,406 14%
Black	21 -	47 1%	14 1%	22 1%	79 2%	33 1%	10 -	385 -
Hispanic	1,218 35%	3,069 88%	2,148 81%	3,170 98%	3,355 94%	2,102 81%	1,060 40%	29,081 75%
White	725 21%	300 9%	415 16%	18 -	86 2%	21 1%	258 10%	3,657 9%
Attrition Rate/Rank		53.4/8		41.2/23	38.3/29	48.2/14		
1983-84								
High School Graduates	753	549	383	726	540	400	513	7,051
Enrollment	3,410	3,479	2,456	3,150	3,509	2,354	2,813	37,975
Ethnicity								
Asian		72 2%		11 -	31 1%	433 18%		
Black	N/A	39 1%	N/A	26 1%	86 2%	33 1%	N/A	
Hispanic		3,003 87%		3,071 98%	3,261 93%	1,869 79%		
White		342 10%		42 1%	126 4%	14 -		

Fall 1984 Enrollment of 1st-time Freshmen	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
City	3	1%	5	4%	-	-	3	1%	5	4%	27	22%	1	-	74	4%
East	82	33%	67	61%	41	68%	132	77%	67	54%	29	21%	57	35%	903	50%
Trade-Tech	11	5%	29	27%	11	18%	29	17%	48	39%	26	21%	19	12%	274	15%
Pasadena	142	58%	1	-	-	-	4	2%	-	-	40	33%	72	44%	435	24%
Rio Hondo	5	2%	3	2%	8	13%	2	1%	3	2%	-		13	8%	122	6%
Total	243		105		60		170		123		122		162		1,808	
% of 1984 Graduates																
Total	32%		19%		15%		23%		22%		30%		31%		26%	
District	18%		18%		13%		22%		22%		20%		15%		18%	
Other District	19%		1%		2%		1%				10%		16%		8%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
EAST LOS ANGELES COLLEGE - 1981-85

Zipcode High Schools	91801 Alhambra	90201 Bell	90201 Bell Gardens	90022 Garfield	90255 Huntington Park	90031 Lincoln	91801 Mark Keppel	Service Area Total
1984-85								
High School								
Graduates	691	521	457	779	560	350	467	7,041
Enrollment	3,520	3,499	2,641	3,230	3,554	2,609	2,665	38,648
CAT Scores								
Reading		54.4		54.3	52.4	45.8		
Writing		52.3		54.8	51.7	49.8		
Mathematics		58.9		60.0	56.9	56.4		
1983-84								
High School								
Graduates	753	549	383	726	540	400	513	7,051
Enrollment	3,410	3,479	2,456	3,150	3,509	2,354	2,813	37,975
CAT Scores								
Reading		50.0		51.8	50.2	49.3		
Writing		52.1		51.0	49.7	51.8		
Mathematics		55.2		57.6	56.7	60.3		
Fall 1984 High School Attrition Rate/Rank		53.4/8		41.2/23	38.3/29	48.2/14		
Entering Enrollment								
Community College	243 32%	105 19%	60 15%	170 23%	123 22%	122 30%	162 31%	1,808 26%
District	96 13%	101 18%	52 13%	164 22%	120 22%	82 20%	85 15%	1,251 18%
Other District	147 19%	4 1%	8 2%	6 1%	3	40 10%	77 16%	557 8%
UC	44 6%	17 3%	0 -	5 1%	19 4%	12 3%	14 3%	177 3%
CSU	76 10%	22 4%	6 2%	76 10%	19 4%	38 10%	79 15%	594 8%
TOTAL	363	144	66	251	161	172	255	2,579
% of Graduates	48	26	17	35	30	43	50	37

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
EAST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90640 Montebello	91776 San Gabriel	90640 Schurr	90280 South Gate	90033 Roosevelt	90032 Wilson	Service Area Total	Change
1984-85								
High School Graduates	430	570	520	467	750	477	7,041	'84 to '85 -1%
Enrollment	2,296	3,263	2,666	2,944	3,499	2,262	38,648	+2%
Ethnicity								
Asian	164 7%	809 25%	668 25%	37 1%	42 1%	211 9%	5,406 14%	
Black	9 -	8 -	14 1%	46 2%	41 1%	41 2%	385 -	
Hispanic	1,857 81%	1,597 49%	1,627 61%	2,544 86%	3,389 97%	1,955 86%	29,091 75%	
White	263 12%	840 26%	351 13%	313 11%	14 -	53 2%	3,657 9%	
Attrition Rate/Rank				50.1/10	55.6/7	48.0/15		
1983-84								
High School Graduates	460	471	485	484	750	537	7,051	
Enrollment	2,310	3,135	2,484	3,029	3,536	2,310	37,975	
Ethnicity								
Asian				40 1%	42 1%	232 10%		
Black	N/A	N/A	N/A	64 2%	58 2%	30 1%		
Hispanic				2,518 83%	3,417 97%	1,990 86%		
White				397 13%	15 -	53 2%		
Fall 1984								
Enrollment of 1st-time Freshmen	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	
City	1 -	1 -	- -	8 13%	17 7%	3 2%	74 4%	
East	77 60%	33 23%	53 43%	29 50%	154 66%	82 57%	903 49%	
Trade-Tech	8 6%	5 3%	8 -	19 32%	42 18%	19 13%	274 15%	
Pasadena	5 3%	94 66%	26 21%	1 1%	13 5%	37 25%	435 24%	
Rio Hondo	37 28%	9 6%	35 28%	1 1%	4 1%	2 1%	122 6%	
Total	128	142	122	58	230	143	1,808	
% of 1984 Graduates								
Total	28%	30%	25%	11%	30%	26%	26%	
District	19%	8%	12%	11%	28%	19%	17%	
Other District	9%	22%	13%	-	2%	7%	8%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
EAST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90640 Montebello		91776 San Gabriel		90640 Schurr		90280 South Gate		90033 Roosevelt		90032 Wilson		Service Area Total		Change
1984-85															
High School															'84 to '85
Graduates	430		570		520		467		750		477		7,041		-1%
Enrollment	2,296		3,263		2,666		2,944		3,499		2,262		38,648		+2%
CAT Scores															
Reading							52.3		48.6		55.2				
Writing							55.0		48.0		54.7				
Mathematics							60.8		53.3		62.2				
1983-84															
High School															
Graduates	460		471		485		484		750		537		7,051		
Enrollment	2,310		3,135		2,484		3,029		3,536		2,310		37,975		
CAT Scores															
Reading							51.6		49.3		54.1				
Writing							51.7		49.9		54.7				
Mathematics							57.2		55.5		60.5				
Fall 1984															
High School															
Attrition Rate/Rank							50.1/10		55.6/7		48.0/15				
Entering Enrollment															
Community College	128	28%	142	30%	122	25%	58	11%	230	30%	143	26%	1,808	26%	
District	86	19%	39	8%	61	12%	56	11%	213	28%	104	19%	1,251	18%	
Other District	42	9%	103	22%	61	13%	2	-	17	2%	39	7%	557	8%	
UC	11	1%	13	3%	16	3%	1	-	12	2%	13	2%	177	3%	
CSU	39	8%	56	12%	51	11%	24	5%	54	7%	54	10%	594	8%	
TOTAL	178		211		189		83		296		210		2,579		
% of Graduates	39		45		39		17		39		39		37		

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES HARBOR COLLEGE - 1983-85

Zipcode High Schools	90744 Banning	90745 Carson	90279 Miraleste	90710 Narbonne	90274 Palos Verdes	90284 Rolling Hills	90731 San Pedro	Service Area Total
1984-85								
High School Graduates	672	715	265	514	454	426	504	3,550
Enrollment	3,017	2,659	1,108	2,136	1,929	1,871	2,343	15,063
Ethnicity								
Asian	267 9%	642 24%	79 7%	258 12%	234 12%	211 11%	97 4%	1,788 15%
Black	1,034 34%	806 30%	21 2%	271 13%	29 1%	18 -	196 8%	2,375 15%
Hispanic	1,428 47%	730 27%	29 3%	727 34%	12 -	22 -	802 34%	3,750 24%
White	276 9%	444 17%	959 86%	869 41%	1,642 85%	1,609 86%	1,236 53%	7,035 46%
Attrition Rate/Rank	46.6/17	36.5/33		44.2/20			37.8/30	
1983-84								
High School Graduates	658	754	288	532	455	499	622	3,808
Enrollment	3,156	2,733	1,207	2,097	2,041	2,106	2,308	15,648
Ethnicity								
Asian	288 9%	683 25%		267 13%			112 5%	
Black	1,154 37%	822 30%	N/A	286 14%	N/A	N/A	215 9%	
Hispanic	1,427 45%	680 25%		643 31%			797 34%	
White	276 9%	511 19%		879 42%			1,175 51%	
Fall 1984								
Enrollment of	# % of	# % of	# % of	# % of	# % of	# % of	# % of	# % of
1st-time Freshmen	Total	Total	Total	Total	Total	Total	Total	Total
Harbor	91 54%	82 43%	18 41%	83 53%	21 30%	36 36%	135 69%	466 50%
Southwest	8 5%	2 1%	- -	1 -	- -	- -	- -	11 1%
Trade-Tech	6 3%	5 2%	- -	7 5%	- -	- -	6 3%	24 3%
El Camino College	64 38%	103 54%	26 59%	65 42%	49 70%	65 64%	55 28%	427 46%
Total	169	192	44	156	70	101	196	928
% of 1984 Graduates								
Total	26%	25%	15%	29%	15%	20%	32%	24%
District	16%	12%	6%	17%	5%	7%	23%	13%
Other District	10%	13%	9%	12%	11%	13%	9%	11%

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES HARBOR COLLEGE - 1983-85

Zipcode / High Schools	90744 Banning	90745 Carson	90279 Miraleste	90710 Harbonne	90274 Palos Verdes	90264 Rolling Hills	90731 San Pedro	Service Area Total
1982-83								
High School Graduates	672	715	265	514	454	426	504	3,550
Enrollment	1,817	2,659	1,108	2,136	1,929	1,871	2,343	15,063
CAT Scores								
Reading	53.8	56.8	70.2	61.1	73.9	72.9	61.9	
Writing	53.2	55.1	72.8	59.9	75.7	73.2	62.1	
Math	58.8	60.5	76.9	65.9	81.6	81.5	66.3	
1983-84								
High School Graduates	658	754	248	532	455	499	622	3,808
Enrollment	3,156	2,733	1,207	2,097	2,041	2,106	2,308	15,648
CAT Scores								
Reading	53.5	54.5	70.4	58.2	72.8	73.8	61.1	
Writing	53.1	54.3	70.6	56.4	75.4	74.1	59.0	
Math	57.8	57.9	76.5	62.3	80.8	80.3	64.9	
Fall 1984								
High School Attrition Rate/Rank	46.8/17	36.5/33		44.2/20			37.8/30	
Entering Enrollment								
Community College	169 26%	192 25%	44 15%	156 29%	70 15%	101 20%	196 32%	928 24%
District	105 16%	89 12%	18 6%	91 17%	21 5%	36 7%	141 23%	501 13%
Other District	64 9%	103 13%	26 9%	65 12%	49 11%	65 13%	55 9%	427 11%
UC	31 5%	26 3%	61 21%	23 4%	114 25%	132 26%	3 -	390 10%
CSU	51 8%	58 8%	33 11%	36 7%	51 11%	79 16%	32 5%	340 9%
TOTAL	251	276	138	215	285	312	271	1,658
% of Graduates	38	37	48	40	52	63	37	44

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CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES MISSION COLLEGE - 1983-85

Zipcode / High Schools	91352 Francis Poly	91344 Granada Hills	91344 Kennedy	91343 Monroe	91340 San Fernando	91342 Sylmar	91042 Verdugo Hills	Service Area Total
1984-85								
High School Graduates	441	480	633	560	460	400	350	3,524
Enrollment	2,291	2,231	2,577	2,790	2,308	1,940	2,056	16,193
Ethnicity								
Asian	216 10%	221 10%	210 8%	238 8%	9 -	56 3%	329 16%	1,273 7%
Black	132 6%	275 12%	449 17%	603 22%	296 13%	168 8%	38 1%	1,941 11%
Hispanic	1,037 47%	209 9%	715 28%	614 22%	1,901 82%	967 49%	744 36%	6,158 38%
White	838 38%	1,527 68%	1,195 46%	1,330 48%	98 4%	776 40%	941 46%	6,703 41%
Attrition Rate/Rank	47.8/16	28.0/44	25.1/45	33.5/35	56.4/5	45.5/19	60.3/26	
1983-84								
High School Graduates	540	624	735	640	430	370	385	3,724
Enrollment	2,149	2,384	2,545	2,667	2,261	1,831	2,065	15,902
Ethnicity								
Asian	192 9%	209 9%	184 7%	197 7%	9 -	44 2%	284 14%	1,119 7%
Black	132 6%	334 14%	460 18%	538 20%	292 13%	111 6%	51 3%	1,918 12%
Hispanic	881 41%	171 7%	604 24%	587 19%	1,857 82%	888 49%	713 35%	5,621 35%
White	926 43%	1,669 70%	1,282 50%	1,394 52%	103 5%	711 42%	1,015 49%	7,160 45%
Fall 1984								
Enrollment of 1st-time Freshmen	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total
Mission	7 4%	33 17%	16 9%	9 5%	27 30%	23 27%	2 3%	119 12%
Pierce	32 18%	154 79%	118 67%	89 50%	15 16%	20 23%	5 7%	435 44%
Valley	140 78%	17 8%	43 24%	81 45%	47 52%	39 46%	24 35%	391 40%
Glendale	- -	- -	- -	- -	2 2%	3 3%	38 55%	43 4%
Total	179	204	177	179	91	85	69	988
Z of 1984 Graduates								
Total	33%	33%	28%	28%	21%	23%	18%	27%
District	33%	33%	28%	28%	21%	22%	8%	26%
Other District	-	-	-	-	-	1%	10%	1%

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES MISSION COLLEGE - 1983-85

Zipcode High Schools	91352 Francis Poly	91344 Granada Hills	91344 Kennedy	91343 Monroe	91340 San Fernando	91342 Sylmar	91042 Verdugo Hills	Service Area Total
1984-85								
High School Graduates	441	680	633	560	460	400	350	3,524
Enrollment	2,291	2,231	2,577	2,790	2,308	1,940	2,056	16,193
CAT Scores								
Reading	55.9	63.0	61.2	62.7	51.1	55.2	58.6	
Writing	55.8	65.0	61.1	58.7	50.5	55.2	59.3	
Math	61.6	69.6	66.4	65.1	54.3	59.5	67.3	
1983-84								
High School Graduates	540	624	735	640	430	370	385	3,724
Enrollment	2,149	2,184	2,545	2,667	2,261	1,831	2,065	15,902
CAT Scores								
Reading	55.7	64.4	60.1	59.9	50.4	56.2	57.2	
Writing	55.7	63.9	60.8	58.6	49.9	54.1	56.4	
Mathematics	60.5	70.4	65.1	64.5	54.0	57.9	61.2	
Fall 1984								
High School Attrition Rate/Rank	47.8/16	28.0/44	25.1/45	33.5/35	56.4/5	45.5/19	40.3/26	
Entering Enrollment								
Community College	179 33%	208 33%	177 24%	179 28%	91 21%	85 23%	69 18%	988 27%
District	179 33%	208 33%	177 24%	179 28%	89 21%	82 22%	31 8%	945 25%
Other District	-	-	-	-	2	3 1%	38 10%	43 2%
UC	9 2%	73 12%	29 4%	24 4%	0 -	2 -	7 2%	144 4%
CSU	57 11%	120 19%	81 11%	85 13%	21 5%	23 6%	20 5%	407 11%
TOTAL	245	401	287	288	112	110	96	1,539
% of Graduates	45	64	39	45	26	30	25	41

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CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES PIERCE COLLEGE - 1983-85

Zipcode High Schools	91303 Canoga Park	91311 Chatsworth	91356 Cleveland	91367 El Camino	91335 Reseda	91367 Taft	Service Area Total	Change
1984-85								
High School Graduates	429	750	623	541	425	694	3,462	'84 to '85 -1%
Enrollment	2,291	2,905	2,514	2,806	2,487	3,364	16,367	+30%
Ethnicity								
Asian	184 8%	247 9%	227 9%	126 5%	107 4%	253 8%	1,144 6%	+37%
Black	350 15%	415 14%	465 19%	459 16%	694 28%	697 21%	3,080 18%	+44%
Hispanic	515 23%	313 11%	581 23%	159 6%	455 18%	363 11%	2,386 14%	+49%
White	1,231 54%	1,921 66%	1,236 49%	2,057 73%	1,255 49%	2,033 60%	9,703 59%	+22%
Attrition Rate/Rank	35.9/34	31.5/37	45.8/18	28.4/43	43.2/22	30.8/41		
1983-84								
High School Graduates	415	750	593	625	448	650	3,481	
Enrollment	1,821	2,835	1,842	1,999	1,809	2,267	12,573	
Ethnicity								
Asian	157 9%	232 8%	127 7%	82 4%	94 5%	141 6%	833 6%	
Black	247 14%	404 14%	383 21%	283 14%	441 21%	383 17%	2,141 17%	
Hispanic	397 22%	286 10%	377 21%	90 5%	303 17%	149 7%	1,602 12%	
White	1,013 56%	1,908 67%	948 52%	1,529 77%	966 53%	1,592 70%	7,956 63%	
Fall 1984								
Enrollment of 1st-time Freshmen	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	
Mission	- -	1 -	- -	- -	- -	2 1%	3 -	
Pierce	137 96%	220 95%	134 90%	169 99%	131 93%	159 94%	950 95%	
Valley	5 4%	10 4%	15 10%	1 -	10 7%	8 5%	49 5%	
Total	142	231	149	170	141	169	1,002	
% of 1984 Graduates Total	34%	30%	25%	27%	31%	26%	29%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES PIERCE COLLEGE - 1983-85

Zipcode High Schools	91303 Canoga Park	91311 Chatsworth	91356 Cleveland	91367 El Camino	91335 Reseda	91367 Taft	Service Area Total	Change
1984-85								
High School								'84 to '85
Graduates	429	750	623	541	425	694	3,462	-1%
Enrollment	2,291*	2,905	2,514*	2,806*	2,487*	3,364*	16,367	+30%
CAT Scores								
Reading	59.1	64.6	55.0	67.8	60.4	66.1		
Writing	60.3	64.6	54.5	69.3	58.8	66.8		
Mathematics	65.8	70.9	58.3	73.8	63.0	73.2		
1983-84								
High School								
Graduates	415	750	593	625	448	650	3,481	
Enrollment	1,821	2,835	1,842	1,999	1,809	2,267	12,573	
CAT Scores								
Reading	61.1	62.7	57.3	65.8	57.0	65.6		
Writing	61.2	63.2	55.4	67.4	55.3	66.0		
Mathematics	66.7	68.9	60.0	71.2	60.1	70.8		
Fall 1984								
High School								
Attrition Rate/Rank	35.9/34	31.5/37	45.8/18	28.4/43	43.2/22	30.8/41		
Entering Enrollment								
Community College	142 34%	231 30%	149 25%	170 27%	141 31%	169 26%	1,002 29%	
UC	23 6%	38 5%	15 3%	50 8%	18 4%	85 13%	229 7%	
CSU	71 17%	97 13%	76 13%	69 11%	34 8%	78 12%	425 12%	
TOTAL	236	366	240	289	193	332	1,656	
% of Graduates	57	49	41	46	43	26	48	

*Ninth grade added to high school in 1984-85

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES SOUTHWEST COLLEGE - 1983-85

Zipcode High School	90003 Fremont	90248 Gardena	90002 Jordan	90061 Locke	90047 Washington	Service Area Total	Change '84 to '85
1984-85							
High School Graduates	376	663	219	384	450	2,028	-2%
Enrollment	1,867	2,543	1,054	1,416	2,274	9,154	+2%
Ethnicity							
Asian	3 -	582 23%	3 -	3 -	5 -	596 6%	-3%
Black	1,146 61%	1,181 46%	733 70%	1,304 92%	2,033 89%	6,397 69%	-3%
Hispanic	714 38%	519 20%	316 30%	109 8%	231 10%	1,889 20%	+30%
White	3 -	259 10%	2 -	0 -	5 -	269 2%	+ 4%
Attrition Rate/Rank	61.2/4	31.4/38	51.1/9	49.5/12	49.1/13		
1983-84							
High School Graduates	365	615	225	384	475	2,064	
Enrollment	1,850	2,512	950	1,427	2,200	8,939	
Ethnicity							
Asian	1 -	600 24%	3 -	2 -	7 -	613 6%	
Black	1,329 72%	1,167 46%	761 80%	1,351 95%	2,009 91%	6,617 74%	
Hispanic	517 28%	490 20%	184 19%	73 5%	184 8%	1,448 16%	
White	3 -	252 10%	2 -	1 -	0 -	258 2%	
Fall 1984							
Enrollment of	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	
1st-time Freshmen							
Southwest	23 28%	7 3%	20 31%	43 55%	41 33%	134 25%	
Trade-Tech	28 35%	15 7%	19 30%	13 17%	13 11%	88 16%	
Harbor	1 1%	22 11%	0 0%	2 3%	3 2%	28 5%	
Compton	4 5%	2 1%	16 25%	5 6%	1 1%	28 5%	
El Camino	25 31%	146 76%	9 14%	15 19%	65 53%	260 48%	
Total	81	192	64	78	123	538	
% of 1984 Graduates							
Total	22%	31%	28%	20%	26%	26%	
District	14%	7%	17%	15%	12%	12%	
Other District	8%	24%	11%	5%	14%	14%	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES SOUTHWEST COLLEGE - 1983-85

Zipcode High School	90003 Fremont	90248 Gardena	90002 Jordan	90061 Locke	90047 Washington	Service Area Total	Change '84 to '85
1984-85							
High School Graduates	376	663	219	384	450	2,028	-2%
Enrollment	1,867	2,543	1,054	1,416	2,274	9,154	+2%
CAT Scores							
Reading	47.4	58.0	45.1	45.5	48.6		
Writing	46.3	58.9	45.0	45.8	48.0		
Mathematics	47.1	64.0	49.6	46.2	49.3		
1983-84							
High School Graduates	365	615	225	384	475	2,064	
Enrollment	1,850	2,512	950	1,427	2,200	8,939	
CAT Scores							
Reading	45.2	57.2	41.7	48.8	44.8		
Writing	43.2	56.7	42.6	50.1	46.9		
Mathematics	45.5	60.5	44.3	49.9	47.7		
Fall 1984							
High School Attrition Rate/Rank	61.2/4	31.4/38	51.1/9	49.5/12	49.1/13		
Entering Enrollment							
Community College	81 22%	192 31%	64 28%	78 20%	123 26%	538 26%	
District	52 14%	44 7%	39 17%	58 15%	57 12%	232 12%	
Other District	29 8%	148 24%	25 11%	20 5%	66 14%	306 14%	
UC	12 3%	60 10%	8 4%	24 6%	8 2%	112 5%	
CSU	2 .1%	34 6%	0 -	9 2%	11 2%	56 3%	
TOTAL	95	286	72	111	142	706	
% of Graduates	26	47	32	29	30	34	

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CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES TRADE-TECHNICAL COLLEGE - 1983-85

Zip Code / High Schools	90011 Jefferson		90019 Los Angeles		90037 Manual Arts		Total Page 1		Service Area Total Page 1 & 2		Change
1984-85											
High School Graduates	358		500		450		1,308		5,092		'84 to '85 +2%
Enrollment	2,195		2,748		2,111		7,054		26,196		+1%
Ethnicity											
Asian	12	-	394	14%	3	-	409	5%	1,354	5%	-7%
Black	731	33%	865	32%	1,135	54%	2,731	38%	6,372	24%	-10%
Hispanic	1,452	66%	1,441	52%	967	46%	3,860	54%	18,166	69%	+7%
White	-	-	35	1%	6	-	41	-	239	-	-20%
Attrition Rate/Rank	63.5/2		68.0/1		56.1/6						
1983-84											
High School Graduates	342		550		425		1,317		4,980		
Enrollment	1,960		2,622		2,284		6,866		25,833		
Ethnicity											
Asian	19	1%	420	16%	7	-	446	6%	1,440	6%	
Black	765	39%	915	35%	1,293	57%	2,973	43%	7,086	27%	
Hispanic	1,175	60%	1,263	48%	976	43%	3,414	50%	16,987	66%	
White	1	-	21	1%	8	-	30	-	299	-	
Fall 1984											
Enrollment of	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total	
1st-time Freshmen											
Trade-Tech	31	52%	47	40%	47	41%	125	43%	341	31%	
Southwest	5	8%	9	7%	23	20%	37	12%	94	8%	
East	4	6%	4	3%	8	7%	16	5%	399	36%	
City	19	32%	56	48%	39	34%	110	38%	256	23%	
Total	59		116		118		288		1,090		
% of 1984 Graduates Total	17%		23%		27%		22%		22%		

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES TRADE-TECHNICAL COLLEGE - 1983-85

Zip Code High Schools	90011 Jefferson	90019 Los Angeles	90037 Manual Arts	Total Page 1	Service Area Total Page 1 & 2	Change
1984-85						
High School Graduates	358	500	450	1,308	5,092	'84 to '85 +2%
Enrollment	2,195	2,748	2,111	7,054	26,196	+1%
CAT Scores						
Reading	45.1	51.2	41.7			
Writing	43.2	50.6	41.3			
Mathematics	50.7	53.9	45.8			
1983-84						
High School Graduates	342	550	425	1,317	4,980	
Enrollment	1,960	2,622	2,284	6,866	25,833	
CAT Scores						
Reading	44.1	51.3	44.3			
Writing	43.6	51.2	43.0			
Mathematics	48.2	57.9	46.6			
Fall 1984						
High School Attrition Rate/Rank	63.5/2	63.0/3	56.1/6			
Entering Enrollment						
Community College	59 17%	116 21%	111 27%	288	1,090	
UC	0 -	27 5%	1 -	28 2%	102 2%	
CSU	10 3%	73 13%	15 4%	98 7%	470 9%	
TOTAL	69	216	129	414	1,662	
% of Graduates	20	39	30	31	33	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES TRADE-TECHNICAL COLLEGE - 1983-85

Zip Code	90016	90003	90022	90251	90002	90026	90033	Total
High Schools	Dorsey	Fremont	Garfield	Huntington Park	Jordan	Belmont	Roosevelt	Page 2
1984-85								
High School Graduates	453	276	779	560	219	647	750	3,784
Enrollment	1,702	1,867	3,230	3,554	1,054	4,236	3,499	19,142
Ethnicity								
Asian	17 1%	3 -	17 -	28 1%	3 -	835 20%	42 1%	945 4%
Black	1,547 91%	1,146 61%	22 1%	79 2%	733 69%	93 2%	41 1%	3,661 19%
Hispanic	137 8%	714 38%	3,170 98%	3,355 94%	316 29%	3,225 76%	3,389 97%	14,306 74%
White	1 -	3 -	18 -	86 2%	2 -	74 2%	14 -	198 1%
Attrition Rate/Rank	43.7/21	61.2/4	41.2/23	38.3/29	51.1/9	67.5/1	55.6/7	
1983-84								
High School Graduates	494	365	726	540	225	563	750	3,663
Enrollment	1,892	1,850	3,150	3,509	950	4,080	3,536	18,967
Ethnicity								
Asian	36 2%	1 -	11 -	31 1%	3 -	870 20%	42 1%	944 5%
Black	1,760 93%	1,329 72%	26 1%	86 2%	761 80%	93 2%	58 2%	4,113 21%
Hispanic	94 5%	517 28%	3,071 97%	3,261 93%	184 19%	3,029 74%	3,417 97%	13,573 71%
White	2 -	3 -	42 1%	126 4%	2 -	79 2%	15 -	269 1%
Fall 1984								
Enrollment of	# % of	# % of	# % of	# % of	# % of	# % of	# % of	# % of
1st-time Freshmen	Total	Total	Total	Total	Total	Total	Total	Total
Trade-Tech	43 53%	28 40%	29 17%	48 40%	19 38%	7 6%	42 19%	216 26%
Southwest	13 16%	23 33%	- -	- -	20 40%	- -	1 -	57 7%
East	- -	2 2%	132 80%	67 55%	9 18%	19 18%	154 71%	383 47%
City	24 30%	16 23%	3 1%	5 4%	2 4%	79 75%	17 7%	146 18%
Total	80	69	164	120	50	105	214	802
% of 1984 Graduates								
Total	16%	18%	22%	22%	22%	18%	28%	21%

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES TRADE-TECHNICAL COLLEGE - 1983-85

Zip Code High Schools	90016 Dorsey	90003 Fremont	90022 Garfield	90251 Huntington Park	90002 Jordan	90026 Belmont	90033 Roosevelt	Total Page 2
1984-85								
High School Graduates	453	376	779	560	219	647	750	3,784
Enrollment	1,702	1,867	3,230	3,554	1,054	4,236	3,499	19,142
CAT Scores[1]								
Reading	49.0	47.4	54.3	52.4	45.1	50.5	48.6	
Writing	58.1	46.3	44.8	51.7	45.0	50.2	48.0	
Mathematics	51.6	47.1	60.0	56.9	49.6	55.6	53.0	
1983-84								
High School Graduates	494	365	726	540	225	563	750	3,663
Enrollment	1,892	1,850	3,150	3,509	950	4,080	3,536	18,967
CAT Scores[1]								
Reading	51.4	45.2	51.8	50.2	41.7	47.5	49.3	
Writing	51.1	43.2	51.0	49.7	42.6	48.8	49.9	
Mathematics	52.6	45.5	57.6	56.7	44.3	56.4	55.5	
Fall 1984								
High School Attrition Rate/Rank	43.7/21	61.2/4	41.2/23	38.3/29	51.1/9	67.5/1	55.6/7	
Entering Enrollment								
Community College	80 16%	69 18%	164 22%	120 22%	50 22%	105 18%	214 28%	802
UC	3	12	5	19	8	15	12	74
CSU	18	2	76	19	0	203	54	372
TOTAL	101	83	245	158	58	323	280	1,248
% of Graduates	20	23	34	29	26	57	37	34

[1]California Assessment Tests

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES VALLEY COLLEGE - 1983-85

Zipcode High Schools	91406 Birmingham	91502 Burbank	91506 Burroughs	91401 Grant	91601 No. Hollywood	91411 Van Nuys	Service Area Total
1984-85							
High School Graduates	550	391	327	832	650	527	3,277
Enrollment	2,816*	1,431	1,441	3,374	2,508	1,786	13,356
Ethnicity							
Asian	156 6%	82 1%	53 4%	440 13%	186 7%	152 9%	1,069 8%
Black	395 14%	8 -	0 -	223 7%	221 9%	142 8%	989 7%
Hispanic	349 12%	308 22%	326 23%	1,295 38%	907 36%	746 42%	3,931 29%
White	1,910 68%	1,033 72%	1,047 73%	1,411 42%	1,189 47%	743 42%	7,333 55%
Attrition Rate/Rank	24.8/46			37.4/31	37.3/32	45.5/19	
1983-84							
High School Graduates	540	398	336	786	595	478	3,133
Enrollment	1,978	1,550	1,470	3,324	2,396	1,719	12,437
Ethnicity							
Asian	95 5%			416 13%	181 8%	146 9%	
Black	226 11%	N/A	N/A	300 9%	249 10%	200 12%	
Hispanic	196 10%			1,153 35%	789 33%	598 35%	
White	1,452 73%			1,441 43%	1,169 49%	773 45%	
Fall 1984 Enrollment of 1st-time Freshmen	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total
Mission	1 -	- -	- -	1 -	4 2%	- -	6 -
Pierce	140 83%	15 12%	18 35%	38 19%	18 10%	37 31%	266 32%
Valley	28 17%	43 35%	6 12%	164 81%	156 88%	82 69%	479 57%
Glendale	- -	65 53%	27 53%	- -	- -	- -	92 11%
Total	169	123	51	203	178	119	843
% of 1984 Graduates							
Total	31%	31%	15%	26%	30%	25%	27%
District	31%	15%	7%	26%	30%	25%	24%
Other District	-	16%	8%	-	-	-	3%

*Ninth grade added to high school in 1984-85.

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
LOS ANGELES VALLEY COLLEGE - 1983-85

Zipcode High Schools	91406 Birmingham	91502 Burbank	91506 Burroughs	91401 Grant	91601 No. Hollywood	91411 Van Nuys	Service Area Total
1984-85							
High School Graduates	550	391	327	832	650	527	3,277
Enrollment	2,816	1,431	1,441	3,374	2,508	1,786	13,356
CAT Scores							
Reading	62.1			58.8	60.8	58.1	
Writing	63.2			58.6	60.5	59.0	
Mathematics	68.3			65.5	65.8	61.5	
1983-84							
High School Graduates	540	398	336	786	595	478	3,133
Enrollment	1,978	1,550	1,470	3,324	2,396	1,719	12,437
CAT Scores							
Reading	61.5			57.6	61.1	58.2	
Writing	63.5			58.7	61.0	58.5	
Mathematics	68.0			62.9	66.4	62.9	
Fall 1984							
High School Attrition Rate/Rank	24.8/46			37.4/31	37.3/32	45.5/19	
Entering Enrollment							
Community College	169 31%	123 31%	51 15%	203 26%	178 30%	119 25%	843 27%
District	169 31%	58 15%	24 7%	203 26%	178 30%	119 25%	751 24%
Other District	- -	65 16%	27 8%	- -	- -	- -	92 3%
UC	37 7%	19 5%	27 8%	55 7%	66 11%	31 6%	235 8%
CSU	70 13%	40 10%	34 10%	87 11%	45 8%	62 13%	338 11%
TOTAL	276	182	112	345	289	212	1,416
% of Graduates	51	46	33	44	49	44	45

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
WEST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90212 Beverly Hills	90043 Crenshaw	90230 Culver City	90016 Dorsey	90034 Hamilton	Service Area Total
1984-85						
High School Graduates	600	368	400	453	475	4,543
Enrollment	2,522	1,779	1,909	1,701	1,512	18,539
Ethnicity						
Asian	159 6%	3 -	210 11%	17 1%	63 4%	1,254 7%
Black	155 6%	1,718 97%	260 14%	1,547 91%	803 53%	7,264 39%
Hispanic	77 3%	52 3%	523 27%	137 8%	322 21%	2,684 14%
White	2,131 84%	6 -	916 48%	1 -	321 21%	7,321 39%
Attrition Rate/Rank		40.3/27		43.7/21	30.9/40	
1983-84						
High School Graduates	600	461	384	494	450	4,640
Enrollment	2,512	2,203	1,828	1,892	1,451	18,497
Ethnicity						
Asian		1 -		36 2%	61 4%	
Black	N/A	2,144 97%	N/A	1,760 93%	797 55%	
Hispanic		51 2%		94 5%	271 19%	
White		5 -		2 -	319 22%	
Fall 1984						
High School Enrollment of 1st-time freshman	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total	# Z of Total
West	2 2%	45 54%	34 23%	33 27%	32 63%	239 20%
Valley	9 -	- -	- -	3 3%	1 2%	22 2%
Trade	- -	25 30%	- -	43 35%	17 33%	106 9%
Santa Monica	111 91%	14 17%	114 77%	43 35%	1 2%	832 69%
Total	122	84	148	122	51	1,199
Z of 1984 Graduates						
Total	20%	18%	39%	25%	11%	26%
District	2%	15%	9%	16%	10%	8%
Other District	18%	3%	30%	9%	1%	18%

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
WEST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90212 Beverly Hills	90043 Crenshaw	90230 Culver City	90016 Dorsey	90034 Hamilton	Service Area Total
1984-85						
High School						
Graduates	600	368	400	453	475	4,543
Enrollment	2,522	1,779	1,909	1,701	1,512	18,539
CAT Scores						
Reading		53.3		49.9	58.7	
Writing		51.5		52.1	58.1	
Mathematics		53.8		51.6	60.7	
1983-84						
High School						
Graduates	600	461	384	494	450	4,640
Enrollment	2,512	2,203	1,828	1,892	1,451	18,497
CAT Scores						
Reading		46.6		51.4	54.5	
Writing		47.4		51.1	52.6	
Mathematics		48.1		52.6	56.1	
Fall 1984						
High School						
Attrition Rate/Rank		40.3/27		43.7/21	30.9/40	
Entering Enrollment						
Community College	122 20%	84 18%	148 39%	122 25%	51 11%	1,199 26%
District	11 2%	70 15%	34 9%	79 16%	50 10%	367 8%
Other District	111 18%	14 3%	114 30%	43 9%	1 1%	832 18%
UC	114 19%	0 -	21 5%	3 1%	23 5%	447 10%
CSU	37 6%	19 4%	17 4%	18 4%	24 6%	254 5%
TOTAL	273	103	186	143	98	1,900
% of Graduates	40	22	48	29	22	47

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
WEST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90272 Palisades	90025 University	90066 Venice	90045 Westchester	Service Area Total	Change
1984-85						
High School Graduates	577	720	550	400	4,543	'84 to '85 -2%
Enrollment	1,961	2,533	2,422	2,220	18,539	+1%
CAT Scores						
Reading	67.8	64.7	60.8	59.9		
Writing	67.0	67.3	61.6	61.2		
Mathematics	72.2	72.3	65.7	62.8		
1983-84						
High School Graduates	600	661	540	450	4,640	
Enrollment	1,976	2,647	2,353	1,636	18,497	
CAT Scores						
Reading	65.9	64.7	59.8	63.2		
Writing	66.3	65.3	60.8	65.0		
Mathematics	70.1	72.2	65.9	65.6		
Fall 1984						
High School Attrition Rate/Rank	18.6/48	17.0/49	40.5/24	29.5/42		
Entering Enrollment						
Community College	133 22%	243 37%	207 38%	89 20%	1,199 26%	
District	30 5%	37 6%	27 5%	29 7%	367 8%	
Other District	103 17%	206 31%	180 33%	60 13%	832 18%	
UC	86 14%	108 16%	57 11%	35 8%	447 10%	
CSU	31 5%	58 9%	34 6%	16 4%	254 5%	
TOTAL	250	409	298	140	1,900	
% of Graduates	42	62	55	31	41	

CHARACTERISTICS OF STUDENTS FROM FEEDER HIGH SCHOOLS
WEST LOS ANGELES COLLEGE - 1983-85

Zipcode High Schools	90272 Palisades	90025 University	90066 Venice	90045 Westchester	Service Area Total	Change
1984-85						'84 to '85
High School Graduates	577	720	550	400	4,943	-2%
Enrollment	1,941	2,533	2,422	2,220	18,539	+1%
Ethnicity						
Asian	77 4%	349 14%	291 12%	85 4%	1,256 7%	
Black	735 38%	589 23%	260 11%	1,197 54%	7,264 39%	
Hispanic	85 4%	375 15%	940 39%	173 8%	3,684 14%	
White	1,043 58%	1,217 48%	926 38%	760 34%	7,321 39%	
Attrition Rate/Rank	18.6/48	17.0/49	40.5/24	29.5/42		
1983-84						
High School Graduates	600	661	540	450	4,640	
Enrollment	1,976	2,647	2,353	1,636	18,497	
Ethnicity						
Asian	74 4%	355 13%	283 12%	64 4%		
Black	839 42%	631 23%	244 10%	773 47%		
Hispanic	77 4%	353 13%	889 38%	127 8%		
White	981 50%	1295 49%	924 39%	668 41%		
Fall 1984						
High School Enrollment of 1st-time freshman	# % of Total	# % of Total	# % of Total	# % of Total	# % of Total	
West	25 19%	21 9%	24 12%	23 26%	239 20%	
Valley	- -	8 3%	1 -	- -	22 2%	
Trade	5 4%	8 3%	2 1%	6 7%	106 9%	
Santa Monica	103 77%	206 86%	180 87%	60 67%	832 69%	
Total	133	243	207	89	1,199	
% of 1984 Graduates						
Total	22%	37%	38%	20%	26%	
District	5%	6%	5%	7%	8%	
Other District	17%	31%	33%	13%	18%	

Appendix A

CALIFORNIA ASSESSMENT TESTS
COMPARATIVE AVERAGE SCORES 1983-85
FOR TWELFTH GRADE STUDENTS

CAT Average Scores

	LAUSD	County	State
1984-85			
Reading	57.3	60.1	62.9
Writing	57.4	59.8	63.2
Math	62.3	65.3	68.3
1983-84			
Reading	56.4	59.4	62.2
Writing	56.6	59.8	62.6
Math	61.3	64.3	67.4

Summary of Recommendations

		Implementing Agent						
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissions of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
1.	**Clarifying school and college responsibilities**							
1.1	Clarifying the responsibilities of the schools	●						
1.2	Clarifying college and university responsibilities		●	●	●	●		
1.3	Clarifying college and university counseling, coordination, and cooperation responsibilities		●	●	●	●		
2.	**Assuring improvement in the public schools**	●	●	●	●	●		
2.1	Providing information for elementary school students and their parents	●						
2.2	Reviewing junior high schools	●						
2.3	Assessing eighth-grade students' basic academic skills	●						
2.4	Assuring high school counseling, advising, and diagnostic testing	●						
2.5	Inaugurating school-college partnerships for school improvement	●						
2.6	Assuring a full range of advanced classes in high school	●						
3.	**Increasing higher education's services to the schools**		●	●	●	●		
3.1	Participating in school-college partnerships		●	●	●	●		
3.2	Reassessing outreach and other school services		●	●	●	●		
3.3	Including multi-cultural emphasis in teacher education		●	●		●		
3.4	Recruiting outstanding low-income and minority students into the teaching profession		●	●		●		
3.5	Offering in-service programs for school teachers and administrators		●	●	●	●		
3.6	Undertaking action research on school problems		●	●		●		

Summary of Recommendations (continued)

	State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissions of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
4. Expanding higher education's services to underrepresented students	x	x	x	x	x		
4.1 Getting outreach and admissions staff to view potential students as potential graduates		x	x	x	x		
4.2 Expanding summer bridge and orientation programs		x	x	x	x		
4.3 Increasing faculty participation in tutorial programs		x	x	x	x		
4.4 Assuring University and State University faculty assistance to community college faculty		x	x				
4.5 Providing adequate academic and career advising		x	x	x	x		
4.6 Assuring community college assistance to potential transfer EOPS students				x			
4.7 Expanding evaluation of special support programs		x	x	x	x		
5. Improving educational information							x
5.1 Refining the Department of Education's data system	x						
5.2 Issuing community college student performance reports				x			
5.3 Improving public university student performance reports		x	x				
6. Involving accreditation							
6.1 Emphasizing student competence in accreditation						x	
6.2 Assuring higher education participation in school visits		x	x	x	x		
6.3 Examining the effectiveness of the transfer function						x	
7. Assessing equity efforts							x
7.1 Reviewing of outreach and access programs by the California Postsecondary Education Commission							x
7.2 Segmental reviewing of academic and student support plans and programs by the segments		x	x	x	x		x
7.3 Periodic reassessing of progress on equity by the California Postsecondary Education Commission							x

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SERVICE AREA CHARACTERISTICS, WEST LOS ANGELES COLLEGE

The West Los Angeles College (WLAC) service area population exceeded one half million in 1980; a majority (55%) was white, more than one quarter (28%) was black, 10 percent were Hispanic, and 6 percent were Asian; average family income within communities ranged from $13,485 to $59,985. WLAC enrollment peaked at 11,640. Substantial changes marked the next five years as an inflow of Hispanics and outflow of whites created a more pluralistic population. Enrollment decreased steadily, and with the advent of "free-flow," the fall to fall decline reached 18 percent between 1983 and 1984 and 19 percent between 1984 and 1985. Among age groups, students under the age of twenty registered the greatest decrease. In Fall 1985, 7,268 students enrolled at WLAC: they were one half black, nearly one third white, 8 percent Hispanic, and 7 percent Asian; 1,235 (17%) were under twenty.

The WLAC service area includes nine feeder high schools whose students make up the largest pool of potential full-time recruits to rebuild enrollment. In 1983-84, they numbered 18,497; they were two-fifths black, two-fifths white, 14 percent Hispanic, and 7 percent Asian; and 4,640 graduated. Although two-fifths of graduates enrolled in public postsecondary institutions, just 5 percent chose WLAC. Ten percent enrolled in the UC system, 5 percent at a state university, and 26 percent attended community colleges. The majority (69%) of the latter group, however, enrolled at Santa Monica.

Enrollment patterns of feeder high school graduates reflect socio-economic variations among residents of the diverse area communities. The State Department of Education publishes a socio-economic status (SES) indicator based upon parents' educational attainment for each high school. When high schools are ranked by SES index (See the attached table.), they reveal that the proportion of a high school's graduates enrolling in LACCD colleges is closely associated with parent's educational experience, and students' ethnic distributions, dropout rate, and enrollment in competing public institutions. More detailed information indicates that students' skill development in English and mathematics are related similarly to postsecondary preferences.

This relationship means that graduates' likelihood of enrolling in Santa Monica or UCLA increases with the degree to which their high school's students are predominantly Anglo, highly skilled, motivated to complete high school, and supported by affluent, highly-educated parents. Students in schools whose graduates have a higher probability of attending LACCD colleges will be more black and Hispanic, with lesser-developed academic skills, higher dropout rates, and parents with little postsecondary educational experience, lower incomes, and a higher degree of welfare-dependency. Two-fifths of parents at Dorsey and Crenshaw, for example, receive AFCD, whereas there are fewer than one percent of welfare recipients among Beverly Hills and Palisades parents.

WLAC will have to adapt its recruiting efforts to fit the economic and educational experience and interests of students and their parents in each high school. They need to convince those in high SES schools that the college offers a unique opportunity to prepare for transfer; and they need to inform those in the lower strata about the opportunities to prepare for employment, transfer, or upward mobility, and to obtain financial and support services to define and reach educational goals. The college needs better information about students in each school to develop appropriate inter-school strategies.

WEST LOS ANGELES COLLEGE FEEDER HIGH SCHOOLS
COMPARISONS OF CHARACTERISTICS AND ENROLLMENT PATTERNS 1984

High School	S.E.S.[1] Rank	Ethnicity (in percentages) B	H	A	W	Enrollment 1984 (#)	Graduates June 84 (#)	Dropout Rate[2]	Graduates Enrollment Fall 1984 (in percentages) LACCD	SM	CSU	UC
BEVERLY HILLS	3.98 E	6	3	6	84	2,512	600		2	19	6	19
PALISADES	3.92 E	38	4	4	58	1,976	600	19	5	17	5	14
UNIVERSITY	3.77 E	23	15	14	48	2,647	661	17	6	31	9	16
WESTCHESTER	3.50 E	54	8	4	34	1,636	450	30	7	13	4	8
CULVER CITY	3.21 D	14	27	11	48	1,828	384		9	30	4	5
HAMILTON	3.18 D	53	21	4	21	1,451	450	31	10	0	6	5
VENICE	2.92 B	17	39	12	38	2,353	540	41	5	33	6	11
CRENSHAW	2.85 B	97	3	-	-	2,203	461	40	15	3	4	0
DORSEY	2.75 B	91	8	1	-	1,892	494	44	16	9	4	1
TOTALS		39	14	7	39	18,497	4,640		8	18	5	10

[1]S.E.S. Rank is an index developed by the California State Department of Education based upon the proportion of parents of the high school's students who have completed less than a high school education, graduated from high school, completed some college work, and earned a baccalaureate degree.

[2]Dropout rate refers to the proportion of students entering the tenth grade who graduate three years later.

ERIC Clearinghouse for Junior Colleges

SEP 12 1986